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ABSTRACT

Evaluative information is provided on 18 completed workplace literacy classes conducted in the Seattle-King County, Washington, area for 218 limited English proficient workers. The programs were operated by the Employment Opportunities Center and the Refugee Service Federation. Participants were members of the following ethnic groups: Vietnamese, Chinese, Cambodian, Lao, Japanese, Korean, Filipino, Thai, Ethiopian/Eritrean, Mexican, Central American, South American, Eastern European, and Soviet/Russian. Training sites were: Avtech Corporation, Eldec Corporation, Paine Corporation, and Pacific Circuits (electronics); Burien Terrace and Pinehurst Park (nursing homes); HFI Foods and Oberto Sausage (food processing); and the Sheraton and Westin Hotels. Factors affecting performance outcomes included workforce reductions due to the 1991 recession, variables in forming classes, pressure from supervisors and/or co-workers, overtime and work schedules, and limitation on the number of sites. Gains in pre-to-post program test scores, documented attainment of competencies, post-program assessments by supervisors, and continued employment at follow-up indicate that the majority of the participants have made progress in specific job-related language skills. In addition, demographic data indicate that the 18 classes have served people in need of specialized workplace literacy training. Many of the people served work in production-oriented, mostly technical jobs, and most have stayed with the same employer for a considerable time. A brief profile of each of the 18 classes is appended. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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WORKPLACE SKILLS ENHANCEMENT PROJECT
SEATTLE-KING COUNTY PRIVATE INDUSTRY COUNCIL (PIC)

FINAL REPORT

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FINAL EVALUATION REPORT
DOE FUNDED WORKPLACE LITERACY PROGRAM

10/29/92

Prepared for
Seattle-King County
Private Industry Council

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INTRODUCTION

THIS REPORT PROVIDES EVALUATIVE INFORMATION ON EIGHTEEN COMPLETED WORKPLACE LITERACY CLASSES FUNDED BY THE SEATTLE-KING COUNTY PRIVATE INDUSTRY COUNCIL FROM A DEPARTMENT OF EDUCATION GRANT.

Limits

This is a report on observations, data collection and analysis conducted on eighteen completed DOE funded workplace literacy classes contracted by the Seattle-King County Private Industry Council. The programs are operated by the Employment Opportunities Center and the Refugee Service Federation. The purpose of this and the interim reports is to contributing to a formative understanding of the projects as they are underway and to assess their outcomes.

This report does not provide a complete picture of the WPL projects. The individual learning experiences of the students, the contributions of the individual teachers, and the long term impact of basic skills on individual lives is difficult to isolate. Information on post program follow up for some of the projects is still outstanding. As information is gathered it has been added to the analysis and taken into account in the evaluation. In this context, comments on these findings from interested persons are welcome.

Focus

The focus of this report is on <u>who was served, in what ways, and with what immediate outcomes,</u> in the eighteen completed classes. The principal information sources for the preliminary analysis come from the PIC management information system forms on each participant, and the teacher's file for each WPL student. These files contain initial training needs assessments, supervisor initial and post program assessments, case notes, samples of test and written work, the record of competency attainment, and a varying mix of other materials. In most cases we also had informal discussions with the teachers conducting each class. Classroom observations and informal discussions were conducted in selected classes. Access to the teachers was very helpful in understanding the context of the classes and interpreting the records that came out of the classes. The evaluator takes sole responsibility for the findings as well as for any errors presented in this report .

Database

The central data base for the evaluation is a Reflex (Copyright Borlund) file for each student and for each class. The files abstract information from all records examined and from key interviews. This is being done to accommodate the large amount of information entailed in these projects. The files also facilitate analysis.

Data to illustrate findings are most often included in the text of the report or as short tables. Technical data tables drawn from the evaluation database are attached to provide more detail on some of the findings. The technical tables do not lend themselves to easy reading because they necessarily use the software generated headings of the database software and the definitions of the PIC MIS, as well as abbreviations used by the evaluator to abstract information from the individual student files. It was not practical to attach copies of the PIC MIS manual. However, most of the MIS variables contain the MIS form item reference number in the variable name. The variable values typically correspond to the MIS form categories. Consequently, many of the tables will be understandable to those familiar with E&T operations. If the reader has questions on any of the technical tables please feel free to contact the evaluator at (206)842-7523 for assistance.

OUTCOMES ANALYSIS

GAINS IN PRE-TO-POST PROGRAM TEST SCORES, DOCUMENTED ATTAINMENT OF COMPETENCIES AND POST PROGRAM ASSESSMENTS BY SUPERVISORS INDICATE THAT THE MAJO ITY OF THE PARTICIPANTS IN THE EIGHTEEN DOE FUNDED CLASSES HAVE MADE PROGRESS IN SPECIFIC JOB RELATED LANGUAGE SKILLS

The evaluation is using a battery of available outcome indicators to compensate for the wide variation in the classes and workplace settings which might frustrate a narrower, single measure evaluation approach. The primary outcome indicators being examined include...

* Pre-to-post gains in CASAS test scores.
* Competency attainment and other teacher-noted gains.
* Supervisor's initial and post assessment of worker language skills on the job.
* Status at follow up.

Key to this evaluation approach is the use of measures generated as a normal part of the instructional and record keeping administrative processes.This approach explicitly recognizes that no single measure is a perfect evaluator of student progress in the WPL classes, but each one of the measures selected is an indicator of progress, when taken as a whole the battery of indicators provides a valid summative evaluation of the program. Each of the selected indicators has its pluses and minuses. For example the CASAS tests have generated some thoughtful critique by the teaching staff, the supervisor assessments vary in quality as well as content, and so forth. However, it would be hard to argue that we had a successful program if the tests showed little gain, the supervisors saw no improvement, few of the students attained competencies, and at follow up the students had lost their jobs. In contrast, if these same indicators are in a positive direction there is a very high likelihood that the WPL students are making progress. We feel that this approach is appropriate particularly to non experimental designs and also helps to keep evaluation cost effective.

The available data on the four indicators for the eighteen classes included in this report are all in a positive direction.

Pre-to-Post Gains in CASAS Test Scores

The DOE funded WPL classes use the CASAS reading and listening tests to gauge individual student progress. As some of the teaching staff have noted the CASAS system has limitations, there are discontinuities in comparing CASAS scores derived from different forms of the test, the effects of retesting are hard to assess, and the testing process itself sometimes may intrude on the instructional process. None the less, because we are interested in using available information for indications of student gains(or lack of gain) associated with participation in the WPL classes, we decided to use CASAS test scores as one of the evaluation indicators of student progress.

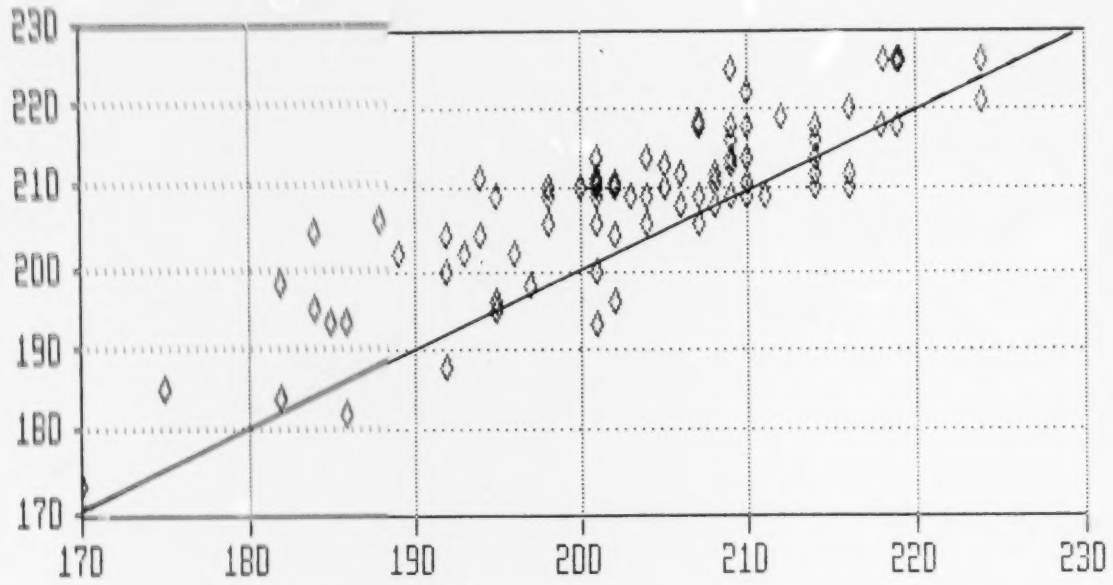
Both pre and post class CASAS test scores were available for 130 of the 170 persons served in the classes. Pre-to-post CASAS listening skills test data were available for 90 workers served in the classes. Pre-to-post CASAS reading skills test data were available for 40 of the workers served in the classes.

To get a better picture of the distribution of CASAS scores we plotted the pre and post scores for each student as points on a scatter graph. Scatter graphs for listening test scores and reading test scores are included in this report. The scores of a student who made no gains fall on the diagonal. Students whose post scores were lower than their pre scores fall below the diagonal, and students who made pre to post gains fall above the diagonal. This rough graphic assessment of the distribution of gains among the students indicates that a majority of the individual students made measurable gains.

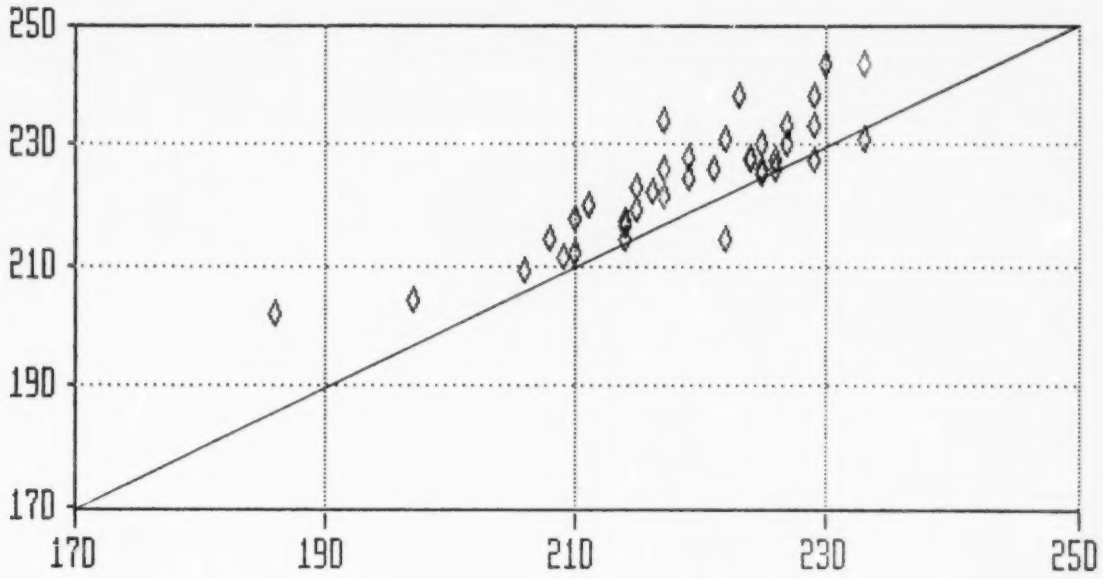
Class average initial and end-of-program CASAS levels were computed. Standard deviations were also computed to provide a rough indication of the "spread" of the test values making up the class averages. From these data we determined the average pre-to-post program differences. The analysis indicates that, on average, the students have made positive gains in CASAS measured English skills.

The results of the exercise show an average pre-to-post gain of 5.4 points in CASAS' measured English listening skills for the 90 students in the 11 employer classes for which we have both initial and ending test scores on the CASAS listening test. The analysis also shows an average gain of 5 points in CASAS measured reading skills for 40 students with both pre and post test scores in 8 classes.

PRE & POST CASAS LISTENING TEST SCORES: DOE



PRE & POST CASAS READING TEST SCORES:DOE



DOE:PRE TO POST CASAS READING TEST SCORES
FOR STUDENTS WITH BOTH PRE & POST SCORES

Summary: @COUNT Field: PREREADCASAS

	EMPLOYER29	AV2	AVTEC	HFI1	HFI2	PAIN2	PAINE	W2	W3	ALL
P	190 TO 200	1	0	0	0	0	0	0	0	1
E	200 TO 210	2	0	0	0	0	0	0	1	3
R	210 TO 220	3	1	1	4	2	2	2	0	15
E	220 TO 230	3	0	0	1	5	5	3	0	17
A	230 -- 240	0	0	0	0	2	0	1	0	3
D	ALL	9	1	1	6	9	7	6	1	40
C	=@AVG(PREREAD	214.7	216	214	213.5	224.8	221.9	221.8	208	219.0
A	=@STD(PREREAD	10.12	0	0	12.88	4.516	5.668	7.647	0	9.471
S	=@AVG(POSTREA	220.0	222	217	222.2	229.1	226.6	224.2	214	224.0
A	=@STD(POSTREA	12.26	0	0	9.788	8.723	3.849	6.203	0	9.414
S										

DOE:PRE TO POST CASAS LISTENING TEST SCORES
FOR STUDENTS WITH BOTH PRE & POST SCORES

Summary: @COUNT Field: PRELISTENCASAS

PRELISTENCASAS	EMPLOYER29 AVTEC	BFI1	OBERT	OBERT	PACCI	PAIN	PINEH	SHER2	SHERA	W	W3	WESTI	ALL
170 TO 200	0	0	2	0	3	0	2	3	6	1	1	8	26
200 TO 210	4	4	4	3	4	2	1	3	9	4	0	0	38
210 TO 220	7	1	1	3	2	9	0	0	0	1	0	0	24
220 TO 230	0	0	0	0	0	2	0	0	0	0	0	0	2
230 TO 240	0	0	0	0	0	0	0	0	0	0	0	0	0
ALL	11	5	7	6	9	13	3	6	15	6	1	8	90
=@AVG(PRELIST	211.2	209.2	200.7	210.3	202.3	215.9	190.7	194.3	200.9	203.5	186	186.4	203.5
=@STD(PRELIST	6.482	0.980	5.993	4.346	6.667	5.436	10.21	7.498	7.113	4.153	0	9.407	10.93
=@AVG(POSTLIS	216.8	213.8	204.9	213.7	205.2	218.7	200.3	205.6	209.1	209.6	182	191.9	208.9
=@STD(POSTLIS	7.174	6.046	6.664	3.859	8.011	5.776	7.134	5.571	4.986	2.526	0	10.79	10.33

P R E L I S T E N C A S A S

Competency Attainment/Hours Attended

Participant files record the completion of the job and employer specific competencies established for each class by 91% of the participants contained in the evaluation data base(some of the individuals who do not show attainment may be clerical lapses). All but one of the 15 participants who did not show attainment of the competencies had completed less than 25 hours. Fully 82% of the DOE participants had completed 33 or more hours of instruction. (Workers who dropped after only a few classes were not included in the analyses. Examination of the reasons for these terminations indicates that schedule changes, family visits or sickness, and self selection account for most withdrawals.) Although the data are too limited to show a direct relation between hours and competency attainment, teacher case notes record extra hours with individual participants specifically to complete competencies.

Supervisor Assessments of Progress

An important element of the DOE/WPL project is the use of workplace supervisor inputs to focus the instructional competencies and to evaluate student progress. Supervisors of workers in the classes did an assessment of language training needs on each participant and a post training assessment of employee language skills improvement on the same factors. The supervisor assessment forms used in the different classes varied to account for the emphasis on different competencies in different classes. In a few of the classes the supervisor's assessments were so tailored to the employer's work place setting that it was not reasonable to aggregate them with those of other classes. In these classes we read over the pre and post forms and conclude that they show a general pattern of progress. For the majority of the classes however, there is enough similarity in the supervisor assessment forms to allow cross class tabulation for selected items. We compared supervisor's initial assessments with their post(end-of-class) assessments to get an indication of supervisors' perception of language skills improvement for selected assessment factors

The following selected factors from the initial and post training assessments were assessed:

* "Asking questions" as an indicator of the use of English speaking skills,

* "Reading instructions" as an indicator of reading skills,

* "Knowledge/use of workplace terminology", and,

* "Understanding benefits."

In the initial training needs assessment the supervisors rated each worker on each applicable factor as...

1- Very Poor,
2- Below Average,
3- Fair,
4- Good, or,
5- Excellent.

For the purposes of the evaluation the supervisor's initial assessment categories were consolidated into three categories as follows...

LOW SKILLS= (Very Poor, and Below Average)
FAIR SKILLS= (Fair)
HIGHER SKILLS= (Good and Excellent)

In the post training form the supervisors assessed improvement for the worker on each applicable factor as...

1- Unable/Too Soon to Determine,
2- Minimal Progress,
3- Some Progress,
4- Good Progress, or,
5- Exceptional Progress.

For the purposes of the evaluation the supervisor post class progress assessment categories were consolidated into three categories as follows...

PROGRESS NOT PERCEIVED= (Unable/Too Soon to Determine and Minimal Progress)
SOME PROGRESS PERCEIVED=(Some Progress)
PROGRESS ASSERTED= (Good Progress and Excepticnal Progress)

Overall Patterns

Some general patterns of initial-to-post supervisor assessments of improvement cut across all four factors examined.

Supervisor ratings indicate that

1. Participants initially rated with fair English skills relative to their peers, tended to be rated more often by their supervisors as making "good" and "exceptional" progress in the post training assessment, than were participants rated as having lower or higher initial English skills.

2. Participants initially rated with fewer English skills than their peers (very poor and below average), tended to be rated more often by their supervisors as making less progress in the post training assessment.

3. Despite the rating tendencies noted above, comparison of initial and post program assessments indicate that the supervisors perceive that the majority of workers initially rated as having low to fair English skills, show progress after completing the WPL classes.

"Asking Questions"

Supervisor ratings indicate that 65% of the participants made progress in their ability to ask questions in English. Comparable initial and post supervisor assessments on this factor were available for 52% of the participants. Supervisors said over half(58%) of the low question asking skill workers had made progress. Similarly, supervisors perceived progress was made by 85% of the workers initially assessed as having only "fair" question asking skills.

The comparisons also suggest that more of those rated better in their ability to ask questions on the initial needs assessment, were judged by their supervisors to have made progress in the post training assessment than participants who were initially rated low.

Asking Questions: Initial & Post WPL Supervisor's Assessment

	Initial Super's Rating			
	LOW SKILLS	FAIR SKILLS	HIGHER SKILLS	ALL
Super's Post WPL Rating of Progress				
Progress Not Perceived	42%	15%	39%	35%
Some Progress Perceived	47	60	26	44
Progress Asserted	11	25	35	21
Total	100%	100%	100%	100%
N=88	45	20	23	88

"Reading Instructions"

Supervisor ratings indicate that about half(51%) of the participants made progress in their ability to read English instructions. Comparable initial and post supervisor assessments on this factor were available for 45% of the participants. Supervisors perceived progress by almost a third(32%) of those workers whom they had rated as having the lowest skills in instruction reading, as well as 88% of the workers initially assessed as having only "fair" instruction reading skills.

Considering the small numbers, the lack of strictly comparable ratings, and the fact that most of the classes targeted verbal skills rather than reading skills, the data suggest a positive gain by half of the students on this rough indicator of supervisor perceived reading competency.

Reading Instructions: Initial & Post WPL Supervisor's Assessment

	Initial Super's Rating			
	LOW SKILLS	FAIR SKILLS	HIGHER SKILLS	ALL
Super's Post WPL Rating of Progress				
Progress Not Perceived	68%	12%	44%	49%
Some Progress Perceived	29	71	39	40
Progress Asserted	2	18	17	10
Total	100%	100%	100%	100%
N=77	41	17	18	77

"Knowledge and use of Workplace Terminology"

Initial and post supervisor assessments on this factor were available for 49% of the participants. Supervisors said 69% of the WPL participants made "some" to "excellent" progress in their knowledge of, and improved ability to use workplace terminology.

Supervisors perceived progress by 53% of those workers whom they had rated as having the lowest knowledge and ability to use workplace terminology, as well as 93% of the workers initially assessed as having only "fair" knowledge and ability to use workplace terminology. Again the supervisor ratings suggest that those rated better on the initial needs assessment were judged to have made more progress in the post training assessment.

Knowledge and Use of Workplace Terminology: Initial & Post WPL Supervisor's Assessment

	Initial Super's Rating			
	LOW SKILLS	FAIR SKILLS	HIGHER SKILLS	ALL
Super's Post WPL Rating of Progress Not Perceived 31%	47%	7%	31%	
Some Progress Perceived	47	63	31	49
Progress Asserted	7	30	39	19
Total	100%	100%	100%	100%
N=83	43	27	13	83

"Understanding Benefits"

Supervisor ratings indicate that 43% of the students made progress in their ability to understand their company's benefit systems. Comparable initial and post supervisor assessments on this factor were available for 48% of the participants. Supervisors perceived progress by a third of those workers whom they had rated as having the lowest skills in understanding benefits, as well as 55% of the workers initially assessed as having "fair" or "higher" skills in understanding benefits. The analysis suggests that less than half of the students made progress on this indicator of work related English competency.

Understanding Benefits: Initial & Post WPL Supervisor's Assessment

	Initial Super's Rating			
	LOW SKILLS	FAIR SKILLS	HIGHER SKILLS	ALL
Super's Post WPL Rating of Progress Not Perceived 57%	68%	46%	44%	
Some Progress Perceived	32	50	0	30
Progress Asserted	0	5	56	14
Total	100%	100%	100%	100%
N=81	41	22	18	81

Follow Up Status

The post program follow up data obtained as of this time shows a pattern of retention for WPL participants; 97% of the participants were still employed by their training employer at follow up. Follow up status of participants 60 days after the last WPL class was available for 49% of the participants.

About a quarter(26%) of those followed had earned a raise in their hourly pay. About eleven percent had changed job classifications by the follow up point. The average hourly wage at the start of the program for the follow up group was $7.55; At the time of follow up the average hourly wage was $8.94, for a gain of $1.39 an hour.

CHARACTERISTICS OF THE DOE PARTICIPANTS: TARGETING WORKERS IN NEED OF WPL

THE MIS DEMOGRAPHICS INDICATE THAT THE EIGHTEEN DOE CLASSES APPEAR TO HAVE SERVED PEOPLE IN NEED OF SPECIALIZED WORKPLACE LITERACY TRAINING. THE PROGRAM IS SERVING MOSTLY FOREIGN BORN WORKERS WITH LIMITED EDUCATION AND LIMITED PRIOR ENGLISH TRAINING.

Typical Participant

A total of 170 people completed enough activity to be included in this analysis of the eighteen DOE/WPL classes. There were an almost equal number of men and women in these classes. The typical employee student in these WPL classes is...

- A Southeast Asian person under age 40,
- living in a 3-6 person household in Seattle,
- who has less than 12 years of education, and,
- six of fewer months of previous ESL training.

Almost two thirds of the worker/students have worked for their employer for at least one year in production oriented jobs with electronic manufacturing companies, or in hotel service staff jobs.

Nationality and Ethnicity

The WPL program is reaching primarily ex-refugees and parolees, most of whom are recent newcomers to the U.S.. Sixty percent of the students came to the country as refugees and parolees. About 19.5% of the students came to the US from 1990 till now. About 84% came to this country after 1979 and 16% before 1980. About a fifth (19%) of the participants have become U.S. citizens, while 69% are registered aliens, and 11% still have refugee status. The majority of those with current refugee status are men.

The program is reaching mostly Asian newcomers(72%) and significant sub groups of Hispanics(17.6%), European/Ex-Soviets and North Africans(6.5%). About 53% of the participants are women. The largest subgroups are Vietnamese Lao and Hispanic men(9% each), and Laotian and Hispanic women(9% each).

Age/Family/Prime Wage Earner/Gender

Most of the students are in the 25-45 prime working age group (68.9%). About one in five is over 45 and about one in ten is less than 25. The men tend to be younger than the women students.

DOE: BASIC DEMOGRAPHICS OF WPL STUDENTS
ETHNICITY,GENDER, FAMILY SIZE & EARNER STATUS

Summary: @COUNT Field: # % Column

			SEX15 F 1	M 2	ALL	=@COUNT
E	VIETNAMESE	1	11.1	18.8	14.7	25
T	CHINESE	2	7.8	3.8	5.9	10
H	CAMB.	3	7.8	13.8	10.6	18
N	LAO	4	14.4	16.3	15.3	26
I	H. LAO	5	3.3	2.5	2.9	5
C	JAPAN.	6	2.2	1.3	1.8	3
1	KOREAN	7	12.2	7.5	10.0	17
6	FILIPINO	8	8.9	5.0	7.1	12
	THAI	9	2.2	0.0	1.2	2
	OTHER ASIAN	10	2.2	2.5	2.4	4
1 -- 10	ASIAN-PAC. ISL.		72.2	71.3	71.8	122
11 -- 13	AFRICAN		1.1	7.5	4.1	7
14 -- 18	HISPANIC/LATINO		16.7	18.8	17.6	30
19 -- 24	EURO/SOVIET/MIDEAST		10.0	2.5	6.5	11
ALL			100.0	100.0	100.0	170
=@COUNT(#)			90	80	170	170
FANSIZE17 = 1			12.2	33.8	22.4	38
FANSIZE17 = 2			13.3	7.5	10.6	18
FANSIZE17 THRU (3, 4)			45.6	33.8	40.0	68
FANSIZE17 THRU (5, 8)			26.7	21.3	24.1	41
FANSIZE17 > 8			2.2	3.8	2.9	5
PRIMWAGE18 = 1			46.7	85.0	64.7	110

DOE: REFUGEE AND CITIZENSHIP STATUS

Summary: @COUNT Field: # % Tota

		CITSTAT12 US-CIT1	R. ALIGN2	REF/ASR3	NA 9	ALL
R		1 (YES) 12.4	36.5	11.2	0.0	60.0
E		2 (NO) 6.5	31.8	0.0	0.6	38.8
F		9 NA 0.0	0.6	0.0	0.6	1.2
P	ALL	18.8	68.8	11.2	1.2	100.0
A						
R						
1						
0						

MOST ARE IN PRIME WORKING AGE GROUPS

Summary: @COUNT Field: # % Column

AGE		SEX15 F 1	M 2	ALL	=@COUNT
A	15 TO 20	1.1	0.0	0.6	1
G	20 TO 25	11.1	8.8	10.0	17
E	25 TO 30	13.3	28.8	20.6	35
	30 TO 35	16.7	16.3	16.5	28
	35 TO 40	18.9	15.0	17.1	29
	40 TO 45	17.8	11.3	14.7	25
	45 TO 50	4.4	6.3	5.3	9
	50 TO 55	7.8	8.8	8.2	14
	55 TO 60	6.7	5.0	5.9	10
	60 -- 65	0.0	0.0	0.0	0
	ALL	100.0	100.0	100.0	170

The WPL students tend to be prime wage earning members of multi-person households. About 65% of the participants are the prime wage earner for their families, with 85% of the men and 47% of the women participants claiming this status. Less than a quarter of the students live alone. Men are much more likely to live alone than the women workers (34% vs. 12%). One in ten of the participants live in two person households. About 40% of the participants are members of 3 to 4 person households, and 27% live in households of 5 or more members. Women workers are more likely to live in larger households(3 or more persons) than men (75% vs. 59%).

Education/Prior ESL/Gender

The program is reaching workers with limited prior ESL training and education. Almost 60% of the workers have less than 12 years of education. About one in three participants report no prior English language training, and 50% have had a year or less of ESL.

There are some important differences in prior educational opportunities between male and female participants in the classes.

* The male students average 9.3 years of education compared to an average of 8.4 years for women.

* About 46% of the men, compared to 34% of the women, report 12 or more years of schooling.

* More women fall into the mid range(6-11 years of education) than men.

* However, about the same percentage of men and women report five or fewer years of education (21% and 23% respectively).

In general the DOE classes appear to have served a slightly less educated group of participants than the DOL funded WPL classes.

The characteristics' data on program participants indicate that the classes are reaching workers in need of the WPL classes.

DOE: EDUCATION AND PRIOR ESL EXPERIENCE

Summary: @COUNT Field: # % Colu

		SEX15 F 1	M 2	ALL	=@COUNT
H	0 TO 6	23.3	21.3	22.4	38
I	6 -- 11	42.2	32.5	37.6	64
G	12 -- 12	23.3	28.8	25.9	44
H	> 12	11.1	17.5	14.1	24
G	ALL	100.0	100.0	100.0	170
R					
A	ESLMOS21 = 0	34.4	26.3	30.6	52
D	ESLMOS21 = 1	26.7	38.8	32.4	55
E	ESLMOS21 = 2	16.7	18.8	17.6	30
1	ESLMOS21 = 3	11.1	10.0	10.6	18
9	ESLMOS21 = 4	10.0	6.3	8.2	14

JOBS OF DOE CLASS PARTICIPANTS

THE EMPLOYEES SERVED IN THE EIGHTEEN CLASSES WORK IN ELECTRONIC PRODUCTION ORIENTED TECHNICAL JOBS, IN HOTEL SERVICE JOBS AND IN FOOD PROCESSING JOBS. MOST OF THESE WORKERS HAVE STAYED WITH THE SAME EMPLOYER FOR A CONSIDERABLE TIME. THEIR AVERAGE HOURLY WAGE IS ALMOST $7.45

Occupations and Industries of Participants

There is considerable variety in the kinds of jobs held by the WPL participants. The jobs range from plant engineer to window washer. However, five job titles account for 79% of all the participants.

WPL Participants by Five Largest Job Titles

Job Title	Percent of Total
Assemblers	30.6%
Attendants	24.2
Circuitboard Makers	9.4
Meat Packers/Hangers	7.7
Production Operators	7.1
Other Job Titles	21.0
Total	100.0%

Almost all of the participants work in manufacturing concerns or in hotels. Almost 2/3rds work in manufacturing as electronic assemblers, circuitboard builders, machine and production operators, packers, etc.. About 44% work in specialized electronics production and fabrication jobs with high tech manufacturing companies, while a fifth work in food production and packaging jobs. Almost a third of the students work in hotels as housekeepers, nurse assistants, room attendants, stewards and food service workers, housekeepers, and a scattering of other job titles.

WPL Participants by Business of Employer

Business Type	Female	Male	Total
Hi tech electronic manuf	35.6	53.8	44.1%
Hotels	34.4%	27.5%	31.2
Other manufactures	24.4	16.3	20.6
Other	5.6	2.5	4.1
Total	100%	100%	100%

Wages of Participants

Hourly wages of WPL participants varied considerably. Average wages for the electronic manufacturing workers are generally higher than wages for the hotel and food processing workers.

Participant Average Hourly Wages by Industry

Business Type	Average Hourly Wage
Electronics manufacturers	7.97
Food manufacturers	7.82
Hotels	$6.68
Others	5.82
Total	7.45

Within these averages the distribution is quite broad. About half of the WPL students make more than $7 an hour, with 40% making between $7 and $10 an hour. Finally, males are twice as likely as female workers to be among those few workers earning more than $10 an hour.

Distribution of Participant Hourly Wages

	Females	Males	Total
Less than $7.00	56.7%	47.5%	52.4%
$7.00 thru $10.00	40.0	41.3	40.6
$10.01 thru $16.00	3.3	11.3	7.1
Total	100%	100%	100%
Average Wage per Hour	$7.13	$7.81	$7.45

Job Tenure

The WPL students appear to be workers who hang onto their jobs. A large majority(63%) of the employees served by the eighteen classes had been with their employers for more than a year at the time of enrollment, while just a little more than a third had worked with their company for less than a year. For more than a quarter of the participants, the job they held at enrollment was their first job in the United States. Over a third(38%) of all the workers had stayed with their employers for more than two years at the time of enrollment.

Skill Levels

The WPL program serves students working in a mix of skilled and unskilled jobs. At least half(56%) the participant jobs are skilled or have significant skill content. In some cases the skill levels are quite high as in the case of students

who hold technician, inspector and engineering positions. All of the manufacturing jobs require active worker involvement in quality control systems. The high tech manufacturing workers are producing specialized components for the electronics and aerospace industry which demand close tolerances and high quality. Most of these jobs require at least a basic understanding of physical science, the principles of electric circuits, considerable attention to detail and small differences in materials and instructions. Less than half of the participants work in what are generally considered unskilled or semi-skilled jobs with hotels or food manufacturers. However, close attention to detail, meeting quality control levels or customer service standards are important elements in retaining these positions. In sum, almost all of the WPL students hold jobs to which they can directly apply any improvements in their language competency.

With the help of company supervisors, the WPL teachers developed sets of workplace literacy competencies tailored to the work context and jobs of each company's students. Many of the competencies deal with specialized processes and vocabulary in electronics, quality control and manufacturing operations, hotel housekeeping, food service and reporting procedures. In all of the classes examined, curriculum materials (including tests) show attention to making the instruction relevant to the context of the worker's jobs. The evaluator's limited contacts with company staff confirm the WPL program's efforts to mesh the WPL instructional approach, competencies and curriculum with the workplace context.

DOE: JOB TITLES OF WPL STUDENTS

Summary: @COUNT Field: # % Colu

		SEX15 F 1	M 2	ALL	=@COUNT
J	ASSEMB, ELECTRONIC	31.1	30.0	30.6	52
O	ATT FOOD SERV	0.0	1.3	0.6	1
B	ATT LINEN	4.4	0.0	2.4	4
T	ATT ROOM	26.7	15.0	21.2	36
I	CIRCUITBOARD..	2.2	17.5	9.4	16
T	CLERK, FRONT DESK	1.1	0.0	0.6	1
L	CLERK, INVENTORY STORES	1.1	0.0	0.6	1
E	ENGINEER, PLANT	0.0	1.3	0.6	1
3	HANGER	3.3	0.0	1.8	3
0	HOUSEKEEPER	2.2	1.3	1.8	3
	INSPECTOR/ELECTRONICS	0.0	1.3	0.6	1
	KITCHEN WORKER	3.3	0.0	1.8	3
	LAUNDRY	1.1	1.3	1.2	2
	MAINTENANCE	0.0	1.3	0.6	1
	OPER MACH	3.3	2.5	2.9	5
	PACKER..	10.0	1.3	5.9	10
	PRO OPER	6.7	7.5	7.1	12
	SANITATION	0.0	2.5	1.2	2
	STEWARD	1.1	7.5	4.1	7
	TECH, QUALITY CONTROL	1.1	0.0	0.6	1
	TECH, TEST	0.0	3.8	1.8	3
	UTILITY HELPER	0.0	1.3	0.6	1
	WAREHOUSER	0.0	1.3	0.6	1
	WASHER WINDOW	0.0	1.3	0.6	1
	WELDER	0.0	1.3	0.6	1
	WINDER	1.1	0.0	0.6	1
	ALL	100.0	100.0	100.0	170
	EMPLOYWKS22 < 50	36.7	36.3	36.5	62
	EMPLOYWKS22 THRU (51, 104)	21.1	30.0	25.3	43
	EMPLOYWKS22 > 104	42.2	33.8	38.2	65
	FRSTUSAJOB23 = 1	26.7	28.8	27.6	47
	PREWAGE24 < 7	56.7	47.5	52.4	89
	PREWAGE24 THRU (7, 10)	40.0	41.3	40.6	69
	PREWAGE24 > 10	3.3	11.3	7.1	12

APPENDIX

SEATTLE-KING COUNTY PRIVATE INDUSTRY COUNCIL
DEPARTMENT OF EDUCATION NATIONAL WORKPLACE LITERACY PROGRAM
GRANT V198A10250
WORKPLACE LITERACY FINAL REPORT

Project: Workplace Skills Enhancement Project

Grantee: Seattle-King County Industry Council (PIC)
Market Place One, Suite 250
2001 Western Avenue
Seattle, Washington 98121
(206) 684-7390

Partner Agencies: Employment Opportunities Center (EOC)
675 South Lane Street, Suite 402
Seattle, Washington 98104
(206) 587-2828

Refugee Federation Service Center (RFSC)
2200 Rainier Avenue South
Seattle, Washington 98144
(206) 323-9365

This project had two partner agencies, the Refugee Federation Service Center (RFSC) and the Employment Opportunities Center (EOC), involved in the delivery of workplace literacy training at selected employer sites. Targeted were workers who are limited English proficient. Instruction was provided by EOC and RFSC.

1. Compare actual accomplishments to the objectives contained in the approved application.

PERFORMANCE OBJECTIVES			
	PLAN	ACTUAL	PERCENT OF PLAN
Enrollments	225	218	96.8%
Completions	191	166	86.9%
60 Day Retentions	153	141	92.2%

FACTORS AFFECTING PERFORMANCE OUTCOMES

Factors affecting performance outcomes included:

- Workforce reductions due to the recession that occurred during 1991.

  Shortly after the grant award and program implementation, several companies who had intended to participate in the project were affected by the decline in the economy and began to lay off workers. This resulted in the need to postpone classes at some sites or, in other cases, to find new employers. At Eldec, for example, one class was cancelled and another lost students due to lay offs.

- Numerous variables in forming classes

  There were a number of factors that affected the selection of participants for classes. Participants recommended by the project and those selected by the company were not always the same. Initially, companies didn't recognize the importance of grouping workers by level and/or job clusters. It also wasn't easy for employers to release large number of workers from a single department or unit. In a few instances, individuals were selected for participation by their employer because of carpool arrangements. Consequently, some classes were sometimes smaller than desired in order to group workers by language level or jobs. Others were comprised of a mix of language levels and/or jobs.

  Frequently, those who dropped out of training were either at the high or low end in terms of language ability. For example, for the first class at Avtech, RFSC had recommended a group of workers who had similar levels of language proficiency. The company, however, selected a different group of workers resulting in a wider range of levels. The company considered other factors including carpool arrangements. Two higher level speakers ultimately dropped out. Post training evaluations from participants indicated their desire for classes comprised of those who were the same English level. Attempts were made to make the second class more homogeneous.

- Pressure from supervisors and/or co-workers

  There were some participants who did not continue because of pressure from supervisors and occasionally from co-workers to meet production goals. At Burien Terrace, for example, it appeared that workers had to finish their assigned tasks before coming to class.

- Overtime and work schedules

  Overtime and work schedules (4/10 and non standard work weeks) had an impact on attendance and program completion. At the Westin, 100% release time was implemented for one class to alleviate potential attendance problems that had occurred during the previous class. In order to minimize problems with attendance, the Sheraton coordinated work and class schedules.

- Limitation on the number of sites

  The limitation on the number of sites initially established by the Department of Education was an additional burden as it forced the project to find sites that had large numbers of employees who needed workplace literacy and/or could commit to several classes.

- In a few instances, the 60 day follow up period occurred after the end of the contract. In such cases, the follow up was not reported.

2. Schedule of accomplishments and their target dates

Enrollments	Plan	Actual
March 1991	0	0
Apr. - Jun. 1991	48	29
Jul. - Sept. 1991	76	49
Oct. - Dec. 1991	62	25
Jan. - Mar. 1992	39	20
Apr. - Jun. 1992	0	53
Jul. - Aug. 1992		41
Sept. - Oct. 1992		0
Total	225	217

Completions	Plan	Actual
March 1991	0	0
Apr. - Jun. 1991	0	0
Jul. - Sept. 1991	42	26
Oct. - Dec. 1991	57	42
Jan. - Mar. 1992	66	24
Apr. - Jun. 1992	45	12
Jul. - Aug. 1992	23	30
Sept. - Oct. 1992	0	32
Total	191	166

60 Day Retentions	Plan	Actual
March 1991	0	0
Apr. - Jun. 1991	0	0
Jul. - Sept. 1991	26	22
Oct. - Dec. 1991	32	43
Jan. - Mar. 1992	56	21
Apr. - Jun. 1992	29	12
Jul. - Aug. 1992	10	29
Sept. - Oct. 1992	0	14
Total	153	141

<u>Other Objectives</u>

Referral to other existing ESL/ABE programs or linkages with volunteers

All participants were provided with information about available ESL/ABE classes. There were no linkages with volunteer tutors although two Avtech employees assisted in classroom activities during the first class at Avtech. Both individuals were instrumental in the implementation of classes at Avtech.

85% will show improvements on post supervisor evaluations.

83% of those with post training supervisor evaluations showed progress or gain in one or more key areas.

3. **Number and characteristics of project participants who completed planned activities and those who did not. Outcomes achieved by participants.**

	COMPLETIONS	NON COMPLETIONS
GENDER		
Male	76	24
Female	90	27
RACE/ETHNICITY		
ASIAN	**121**	**27**
Vietnamese	24	3
Chinese	10	3
Cambodian	16	5
Lao	27	2
Highland Lao	6	2
Japanese	3	0
Korean	16	3
Filipino	13	1
Thai	1	1
Other Asian	5	8
AFRICAN	**7**	**8**
Ethiopian/Eritrean	7	8
HISPANIC	**28**	**15**
Mexican	16	9
Central American	10	4
South American	2	2
EUROPEAN/WHITE	**9**	**2**
Eastern European	3	1
Soviet/Russian	4	0
Other	2	1
NATIVE AMERICAN	**0**	**0**
WEEKS EMPLOYED		
0 - 26 weeks	44	20
27 - 52 weeks	27	13
53 - 104 weeks	31	5
105 - 260 weeks	34	11
More than 260 weeks	30	2

All of the participants who were identified as completions attended 80% or more of the scheduled training hours and demonstrated the competencies described in their Educational Plan.

As previously stated, participants who were on the higher or lower end of the spectrum in terms of language ability tended to drop out although they did not give this as a reason. Reasons cited for non completion are as follows:

Left their jobs	4
Insufficient number of hours	3
Health	3
Attending a community college or night school	3
Extended vacations	3
Childcare	2
Conflict with second job	2
Fired	2
Overtime	1
Too low for class	1
Mental problems	1
No motivation	1
Uncomfortable in class	1

An additional thirteen were from Burien Terrace where classes were cancelled because of attendance.

4. Dissemination activities

The Project Director, Vicki Asakura, participated in workshop at the NAB conference in Washington, D.C., in October 1991. Presenting along the Seattle-King County PIC were representative from two other PICs on a panel moderated by Sarah Newcomb of DOE staff.

Project staff from PIC, RFSC and EOC conducted a workplace literacy workshop at the November 1991 WAESOL (Washington Association for the Education of Speakers of Other Languages) Conference. This presentation featured company representatives from two DOE funded sites, The Westin Hotel and The Paine Corporation.

At the same conference, Bill Devney from EOC also gave a presentation outlining the job task analyses processes used at Pacific Circuits and The Westin Hotel.

The knowledge and experience gained by the project is incoporated in our final product entitled, Workplace Literacy Development Guide for Employers. Copies of this guide are being sent to the various clearinghouses and others as required. Copies will also be sent to interested employers and local business groups.

5. Evaluation Activities

Laurie Armstrong of Business, Government and Community Connections was originally hired to conduct the evaluation of our workplace literacy program. David Snedeker, a private consultant, was hired to replace Ms. Armstrong who withdrew from her contract. The final evaluation report is attached.

6. Changes in key personnel.

Other than the change in the external evaluator referenced above, there were no changes in key project personnel.

SUMMARY OF TRAINING BY PROJECT SITE

Company	Industry	Jobs held by Participants
Avtech Corporation	Electronics	Assemblers
Burien Terrace	Nursing Home	Nursing assistants, housekeepers, laundry workers
Eldec Corporation	Electronic	Assemblers
HFI Foods	Food Processing	Production workers, machine operators, engineer, quality control assistant
Oberto Sausage	Food Processing	Packers, warehouse worker, hangers
Pacific Circuits	Electronics	Platers, dry film photo image operators, laminators
Paine Corporation	Electronics	Assemblers, inspectors, testers
Pinehurst Park	Nursing Home	Nursing Assistants, food preparation and laundry workers
Sheraton Hotel	Hotel	Housekeepers, stewards, maintenance worker
Westin Hotel	Hotel	Housekeepers, front desk clerk, laundry and maintenance workers

AVTECH CORPORATION			
Total Served	**Completions**	**Number of Classes**	**Release Time**
14	12	Class One	50%
14	10	Class Two	50%
28 slots 26 individuals	22	Two Classes	Two Classes

Proficiency Level:

Class One - Beginning to Advanced Beginning
Class Two - Beginning to Advanced Beginning

Training Focus:

The first class at Avtech focused on oral communication skills, asking questions and clarifying information, job specific vocabulary (primarily terms used in the electronics industry), workplace abbreviations, safety (finding out about safety committee, reading safety signs and symbols.)

In the second class, there were 14 enrolled including two from the previous class. Classroom activities focused on asking for clarification, working in cooperative groups, and reading process documents as well as covering job specific vocabulary and abbreviations, grammar, pronunciation and the culture of the workplace.

Note: Two Avtech employees assisted in the classroom during the first session. One was Nan Wonderly who was assigned to work with the project. She provided support to the instructor in technical areas. She also participated in part of the DACUM training for project staff which involved conducting job and literacy analyses for actual jobs.

Instructor: Jeanne Morel

Partner Agency: RFSC

BURIEN TERRACE			
Total Served	**Completions**	**Number of Classes**	**Release Time**
13	0	One Class	0%

Proficiency Level:

Advanced Beginning to Intermediate

Training Focus:

The curriculum focused on a variety of oral skills to improve worker communication with residents such as giving compliments and apologies, describing procedures to patients and vocabulary/terminology pertaining to body parts, illness, hygiene, etc.

Note: This class had been organized to begin one week after nurse aid training ended. One hour of class was held four days a week. A few individuals who failed the nurses aide training continued to come even though they weren't hired. Attendance overall was a problem. Although a meeting was called by the company to discuss this concern, only a few workers came. It appeared that workers were unable to attend class regularly because they were required to finish their work even if their shift ended. Classes were cancelled after one month.

Instructor:	**Partner Agency**
Rebecca Elder and Jeanne Morel	RFSC

ELDEC CORPORATION			
Total Served	**Completions**	**Number of Classes**	**Release Time**
8	7	One Class	50%

Proficiency Level:

Beginning - Advanced Beginning

Training Focus:

The Eldec class covered such things as Eldec terminology (word recognition and definition) and acronyms, following written instructions in reading process planning packages, reading parts lists and matching numbers. Reading, writing and oral communication skills were also addressed in other classroom activities.

While working with Eldec, RFSC became more involved in other training programs available through the company and had hoped to have workplace literacy support or work in conjunction with other company training programs.

Note: The projected start up of classes coincided with a major layoff resulting from the recession that hit the King-Snohomish County area in early 1991. Originally, two classes had been planned but the second class was cancelled and the other lost participants due to company layoffs.

Instructor:	**Partner Agency:**
Dana Anderson	RFSC

HFI FOODS			
Total Served	**Completions**	**Number of Classes**	**Release Time**
10	8	Class One	50%
9	8	Class Two	50%
19 Total	16	Two Classes	50%

Proficiency Level:

Class One - Beginning Level - Advanced Beginning
Class Two - Beginning - Intermediate

Training Focus:

Two classes were held at HFI Foods with participants divided by level. The training for both covered safety rules, filling out on-the-job accident reports, medical insurance, understanding performance reviews and filling out self-appraisals, job related oral communication including clarification, asking questions, slang, idioms, and pronunciation.

Instructor:	**Partner Agency:**
Afke Keefe	EOC

OBERTO SAUSAGE COMPANY			
Total Served	**Completions**	**Number of Classes**	**Release Time**
9	7	Class One	50%
7	6	Class Two	50%
16 Total	13	Two Classes	

Proficiency Level:

Class One: Intermediate (Higher spoken skills but included one preliterate)
Class Two: Preliterate to Advanced Beginning (Lowest level of spoken and literacy skills)

Training Focus:

Participants were divided into two classes based on level. The curriculum focussed on workplace safety rules, asking questions, following instructions, job specific terminology, and basic language usage. Lower level participants who were preliterate worked on basics such as pronouncing letters of the alphabet and orally spelling one's name.

Note: Instructors had difficulty dividing the class as there were varied combinations of oral and written English communication skills including a range educational levels and skills.

Instructor: **Partner Agency:**

Class One - Liese Hendrie
Class Two - Bill Devney EOC

PACIFIC CIRCUITS			
Total Served	**Completions**	**Number of Classes**	**Release Time**
16	13	One Class	50%

Proficiency Level:

Preliterate to Intermediate

Training Focus:

Pacific Circuits targeted workers from primarily three job areas. Instruction covered such things as pronunciation, asking work related questions using correct grammar and tense, and vocabulary from task list developed through extensive job and literacy task analyses.

Note: Considerable time was spent on job and literacy task analyses to gather information about the jobs held by workers and to involve the company in the project. It was intended that the supervisors would assess each workers ability to perform different job functions by completing a check list derived from the analyses. The check list included specific language and literacy skills associated with each task. Supervisors were reluctant to complete the check list because of its length and detail. The literacy analysis process was done differently at other sites.

Instructor:	**Partner Agency:**
Bill Devney	EOC

PAINE CORPORATION			
Total Served	**Completions**	**Number of Classes**	**Release Time**
13	13	Class One	100%
9	9	Class Two	100%
9	6	Class Three	50%
31 slots 26 individuals	28		

Proficiency Level:

Class One - Beginning
Class Two - Intermediate
Class Three - Advanced Beginning - Intermediate

Training Focus:

Class One

In addition to lessons which focused on grammar, pronunciation, reading and speaking skills, instruction included lessons on safety, work related processes, Paine specific vocabulary, blueprint/diagram reading, problem posing, etc. The lesson on reading blue prints and diagrams included a supervisor presentation on the topic. A corresponding worksheet was developed for the class who had difficulty understanding the presentation.

Class Two

This class was comprised of more advanced speakers than the first class. Instruction included writing, presenting arguments in support of an issue, and the use of an exercise called "jigsaw" to teach interactive, problem solving and analytical skills.

Class Three

The third Paine class included five individuals who continued from the first class. A number of supervisors and other personnel were involved in classroom activities. Curriculum focussed on writing accident reports and performance appraisals, problem solving, presenting/discussing different viewpoints and working toward compromise, company/job specific vocabulary/terminology including defect codes and other oral communication skills. Also covered were points of grammar, pronunciation and synonyms and prefixes.

Note: There was strong management support at this site.

Instructor: Victoria Clarke

Partner Agency: RFSC

PINEHURST PARK			
Total Served	**Completion**	**Number of Classes**	**Release Time**
12	7	Two Classes	100%

Proficiency Level:

Advanced Class - Intermediate
Lower Class - Beginning

Training Focus:

Two classes were originally formed with individuals divided based on their language level. The lower class focused on basic communicative skills and vocabulary. Competencies included being able to ask questions with what, where, when, how and why; giving personal information; filling out forms; and identifying job duties.

The advanced class was small and was eventually cancelled. The participants wanted more of a classroom atmosphere and were disappointed that there weren't more students.

Instructor:	**Partner Agency:**
Jeanne Morel	RFSC

SHERATON HOTEL			
Total Served	**Completions**	**Number of Classes**	**Release Time**
16	14	Class One	50%
9	6	Class Two	50%
15	11	Class Three	50%
40 Slots 26 Participants	31	Three Classes	

Proficiency Level:

First Class - Preliterate to Advanced Beginning
Second Class - Preliterate to Advanced Beginning
Third Class - Preliterate to Intermediate

Training Focus:

First Class

The first class offered at the Sheraton consisted of housekeeping staff, the majority of whom were Spanish speaking. Instruction covered job specific vocabulary such as names of items and oral communications skills needed on the job such as calling housekeeping to request supplies, names of items in the room and on the housekeeping carts, points of grammar, basic interaction with hotel guests, and pronunciation.

At the beginning of the session, the instructor created a story of Juan and Maria which was later continued through the class. There were questions/exercises for participants to complete after reading the stories. It appeared that the participants related to the individuals and situations described in the stories.

Second Class

The Sheraton decided that the second class should target kitchen personnel (stewards) with half consisting of newly arrived refugees and the other, immigrants who had lived in the United States for approximately 10 years and were still unable to communicate in English. Improving the students' verbal skills in order to facilitate interaction with co-workers and supervisors and to increase their ability to express concerns, ideas and problems to management was an important focus of the class. Job related vocabulary (plates, silverware, etc) was also a part of the curriculum. In addition, students worked on following oral instructions and reading stewards' checklist.

SHERATON HOTEL (CONTINUED)

Third Class

The third class was comprised of fifteen housekeepers. Fourteen of the fifteen participants in this class were re-enrollees, having taken part in class during the fall of 1991. The Sheraton is committed to providing more than 40 hours of training for those employees who stay with the hotel and continue to need more English. Whereas the first class had covered basic housekeeping language and vocabulary, this class focused on language for polite interaction with guests, making telephone calls, and writing work orders.

Note: There was strong support and involvement from the Director of Training and others who coordinated work schedules and class hours to minimize the potential for attendance problems. Workload (i.e., the number of room to be cleaned by housekeepers) was also adjusted for participating workers.

Instructors:	**Partner Agency:**
Class One: Carol Robeck Classes Two and Three: Afke Keefe	EOC

WESTIN HOTEL			
Total Served	**Completions**	**Number of Classes**	**Release Time**
8	6	Class One	50%
6	6	Class Two	100%
11	6	Class Three	50%
10	9	Class Four	50%
35 Slots 34 Participants	27	Five Classes	

Proficiency Level:

Class One - Beginning
Class Two - Intermediate to Advanced
Class Three - Preliterate - Beginning
Class Four - Beginning

Class One

The first class at the Westin under this grant consisted primarily of room attendants (housekeepers). The curriculum was job specific and much was developed from the DACUM process. Part of the curriculum included needs identified through previous experience working with the Westin. Some of the goals were for students to improve their ability to interact with guests, co workers and supervisors, and to make telephone calls and leave messages. Participants also familiarized themselves with job related vocabulary, covering items found in the guest bed and bath rooms and in a room attendant's cart. Safety measures, important points of company policy and the Westin benefit package were also discussed.

Class Two

The second Westin class consisted of six participants, primarily advanced speakers who had jobs that required frequent contact with guests and other hotel employees including those in the class. Classroom activity and instruction included role playing, communication building skills, levels of politeness and fine points of saying things, explaining more clearly, and pronunciation. For example, a job specific goal was for a maintenance worker in the class was to be able to explain how the air conditioner works.

A DACUM approach of job task analyses was conducted, but unlike the previous one for housekeepers, this one focused around communicative situations rather than describing job tasks in a sequential fashion.

WESTIN HOTEL (Continued)

Class Three

This class was comprised of eleven participants including six housekeepers and five from other areas in the hotel. The curriculum focused on interaction with guests and co-workers, job-related vocabulary, emergency procedures, and company policies and benefits.

Class Four

The fourth class consisted of ten housekeepers, all of whom were beginning speakers or had very low levels of English. The curriculum consisted of job specific vocabulary, in-house communication such as calling housekeeping to report problems or shortages, and basic communication with hotel guests.

Note: Attendance was a problem for the first class at the Westin. It appeared to be caused by combination of participants not always being scheduled to work on the days class was held and other life circumstances of those in the class. Motivation appeared to be another factor as participation was mandatory for several individuals. Participation was generally voluntary. The issue of attendance surfaced only once before in a previously funded DOE workplace literacy project at the Westin but since had not been a problem.

Attendance was not an issue with the second class as the Westin provided complete release time compared to partial release time previously given. For subsequent classes, The Westin provided half paid release time when participants attended on working days. Because of union regulations, the hotel was unable to provide paid release time for attendance on days off. The Westin also made adjustments in the number of room housekeeping staff were required to clean while in class.

Instructor:

Class One: Afke Keefe
Class Two: Cheryl Tack
Class Three Afke Keefe
Class Four Ann Dwyer

Partner Agency:

EOC

OTHER

Other elements of the program design included:

o Pre/post testing

CASAS (Comprehensive Adult Student Assessment System) listening and reading tests were used. There was controversy around the use of CASAS instruments and their appropriateness given the content and length of training. While CASAS is more job specific than most assessment and testing systems, there was not always a correlation between all of the test items and the curriculum.

There, however, appeared to be some employer interest in CASAS as Avtech staff identified and compiled a list of CASAS competencies that were relevant to Avtech. A similar list which linked the DACUM and CASAS competencies was done for Eldec by the instructor at that site.

o Pre/post supervisor evaluations

Supervisors were asked to evaluate participating workers in terms of reading, writing, speaking, listening, math and other basic skills needed to perform their jobs and to function in the workplace. The project found it difficult to get supervisors to complete forms that were lengthy and/or too detailed, such as the check lists developed for Pacific Circuits. The more generic evaluation form that was two pages in length was used for the majority of classes. The evaluations were customized to the employer site to include elements that were either job specific or company specific.

o Job and Literacy Task Analyses

Job and literacy task analyses were used to gather information about the jobs held by program participants and to develop curriculum. Various methods were used including DACUM (Developing a Curriculum), job shadowing, worksite observations and/or supervisor interviews. Although this process is an integral part of curriculum development, the project found that extensive job task analyses were not always necessary for the development of good curriculum.

o Advisory Board

The project began with a single advisory board comprised of participating employers from all partner sites. Toward the end of the grant, it was decided that company specific advisory groups appeared to be most productive as employers appeared to be more comfortable discussing company specific issues and problem solving among themselves.